

# The Core and MORE Instruction Checklist

<p>The CCSS Standard: 5.NBT.6</p> <p>The Envision Lesson: Topic 4-1: Division; Connecting Models and Symbols</p>	
<p><b>EXPLICIT INSTRUCTION</b></p> <p><b>I do it, We do it, Y'all do it, You do it</b></p>	<p><b>ENGAGEMENT</b></p> <p><b>All Students Saying, Writing, Doing</b></p>
<p><b>PROACTIVE PLANNING</b></p>	<p><b>VOCABULARY WORDS</b></p>
<p>Fill 3 sets of six Chinese boxes with several counters. I used Halloween foam cutouts ie; bats, pumpkins etc. Be sure to have different amounts in each box. You will also need 18 dessert plates, 18 dice, and a copy of the "Dinner is Served" worksheet for each student.</p>	<p>Remainder, dividend, divisor, quotient</p>
<p> <input type="checkbox"/> cumulative review      <input type="checkbox"/> higher-order thinking, ask why      <input type="checkbox"/> have students visualize, draw, model      <input type="checkbox"/> real-world contexts  <input type="checkbox"/> math vocabulary      <input type="checkbox"/> milk the data      <input type="checkbox"/> incorporate measurement      <input type="checkbox"/> number sense         </p>	
<p><b>ANTICIPATORY SET</b></p>	<p>(5 MINUTES)</p>
<p><i>* Teacher poses the problem: On Halloween, your mom receives a caramel apple from your dad as a gift. She decides to cut up the yummy apple into as many equal pieces as she can. She is able to cut it into 16 wedges. How many pieces of apple will each child get?</i></p>	<p> <input type="checkbox"/> Choral Responses  <input type="checkbox"/> Partner Responses  <input type="checkbox"/> Written Responses  <input type="checkbox"/> Random call on students (No hand raising)         </p>
<p><b>BUILDING A FOUNDATION</b></p>	<p>(5-10 MINUTES)</p>
<p><i>The Language of Math: Vocabulary instruction</i></p> <p>1- How will you explicitly teach new vocabulary? Show the students under the document camera the worksheet. Put the amount of the cut up apple inside the box. Explain that this number represents the "dividend". The dice will represent the "divisor" and the number on the "plate" will be the "quotient". The "leftovers" will represent the "remainder".</p> <p>2- How will you provide multiple opportunities for vocabulary to be used in context? As you work on each problem, they will have to label the vocabulary word next to their</p>	<p> <input type="checkbox"/> Choral Responses  <input type="checkbox"/> Partner Responses  <input type="checkbox"/> Written Responses  <input type="checkbox"/> Random call on students (No hand raising)         </p>

<p>problem. After doing several problems, the students should be very familiar with the vocabulary.</p>	
<b>WHOLE GROUP INSTRUCTION: Concrete</b>	
<p><i>Develop the Concept: Interactive Learning (Hands-on)</i>  <i>Model under the document camera how to fair share the apple wedges. Roll the dice to determine how many children the mom will share her apple with. Put that same number of plates out. If you rolled a "3" you will put out "3" plates. Take the apple wedges and fair share them among the plates. Ask what the total number of wedges are on each plate? (5). Are there any leftover? Yes, (1) Have the students help you identify the vocabulary.</i></p>	<p>(10-15 MINUTES)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choral Responses</li> <li><input type="checkbox"/> Partner Responses</li> <li><input type="checkbox"/> Written Responses               <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Math Journal</li> <li><input type="checkbox"/> Individual Whiteboards</li> <li><input type="checkbox"/> Student page from the topic pouch</li> </ul> </li> <li><input type="checkbox"/> Random call on students (No hand raising)</li> </ul>
<b>SCAFFOLDED INSTRUCTION: Representational</b>	
<p><i>Tell the students that they are now going to be part of a dinner party .The dinner will have six courses. They will divide each coarse (dividend) by rolling a die (divisor) and getting the amount of food each serving will be (quotient). There may or may not be a remainder. Have the students in pairs with their desks arranged in two groups of twelve. Distribute the boxes of six on each table of 12. For each pair of students, pass out 6 plates and a die. The leftover students will have their desks clumped together with all six boxes on one desk and enough plates and die for each pair.</i></p> <p><i>***Do the first course together.</i></p>	<p>(15-20 MINUTES)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choral Responses</li> <li><input type="checkbox"/> Partner Responses</li> <li><input type="checkbox"/> Written Responses</li> <li><input type="checkbox"/> Random call on students (No hand raising)</li> </ul>
<b>INDEPENDENT PRACTICE: ABSTRACT</b>	
<p><i>Independent Practice and Problem Solving</i>  <i>**Pairs will then do the remaining courses on their own. You ring a dinner bell to</i></p>	<p>(15-20 MINUTES)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choral Responses</li> <li><input type="checkbox"/> Partner Responses</li> </ul>

<p><i>have them quit and pass their cleaned up dinner boxes to the right. If the students finish early before the bell has rang, have them do another problem on the back while they are waiting.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written Responses</li> <li><input type="checkbox"/> Random call on students (No hand raising)</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	
<b>CENTER ACTIVITIES</b>	
<p><i>*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.</i></p>	
<p><i>***The teacher will walk around and assess instantly who is doing the problems correctly. Do not allow them to take short cuts, and divide in their head. They must prove their answer. They must count the total before they divide. Each partner takes turns doing the counting while the other checks for accuracy. When everyone is finished, check to see if they have labeled the correct vocabulary as they went along.</i></p>	
<b>HOMEWORK</b>	
<p><i>***Give each student the 4-1 worksheet to do for homework.</i></p>	